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Student Success: Open Access Repository Work Impacts University Libraries' Student Employees

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Student Success: Open Access Repository Work Impacts University Libraries' Student Employees

Presenter 1 Title

Associate University Librarian for Scholarly Communications

Presenter 2 Title

Digital Publishing & Repository Librarian

Session Type

Event

Abstract

This presentation will identify new methods for in the libraries student employment program related to Open Access repository work. The hands on learning opportunities are focused on publishing production workflows, including: CV checking; author rights and permissions for depositing faculty papers in the UTA's institutional repository; and creating a research metrics report to provide alternative impact measurements of the faculty's publications in support of tenure and promotion packet of materials. Additional production processes include learning layout design and project management in publishing monographs and journals through a variety of publishing tools, such as: Open Journal Systems (OJS), Pressbooks, and InDesign.

The student work experience enhances the educational development and growth of students by providing training through a variety of library engagement. For example, shadowing the librarian, attending individual consultation with a faculty, or discussing ways to enhance the workflow. Scholarly Communication System learning outcomes for the student employees include understanding the research and publishing cycles, basic copyright issues, Memorandum of Understanding (MOU), publication process and timeline, author agreements, publisher policies, and other practices in OA publishing. When students have a detailed knowledge in OA their contributions to the Libraries increases and builds their confidence and sense of belonging that they will carry with them into their bright futures.

We will share additional details of student roles and related workflows, how their experiences translate to marketable skills in the workforce, and how they are more knowledgeable of rights management through the lens of Open Access repository work.

Location

Keywords

open access repositories, scholarly communications, student employment program, leadership training, student success, hand on learning experiences, student engagement, publishing tools, copyright, author rights management

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Student Success: Open Access Repository Work Impacts University Libraries' Student Employees

Kelly Visnak, M.L.S., Ph.D., Associate University Librarian for Scholarly Communication
Yumi Ohira, M.F.A., M.L.S., Digital Publishing & Repository Librarian

2021 Digital Initiatives Symposium
April 28th, 2021





Student Success Opportunity for Libraries

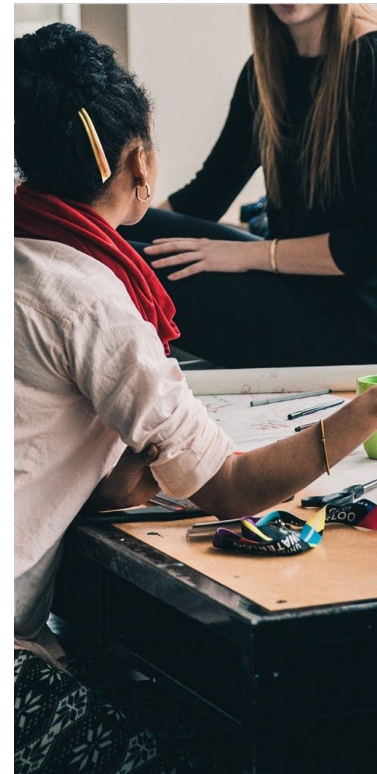
- Student retention rates
- Persistence to degree completion

University of Texas at Arlington

- Hispanic Serving Institution
- 5th most diverse campus in the country
- Top Texas university for black student persistence to bachelor degree completion
- Carnegie R-1 institution
- Huge population growth in student body

Sense of Belonging and Inclusion

- High Impact Educational Practices
- Internships



High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and curricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

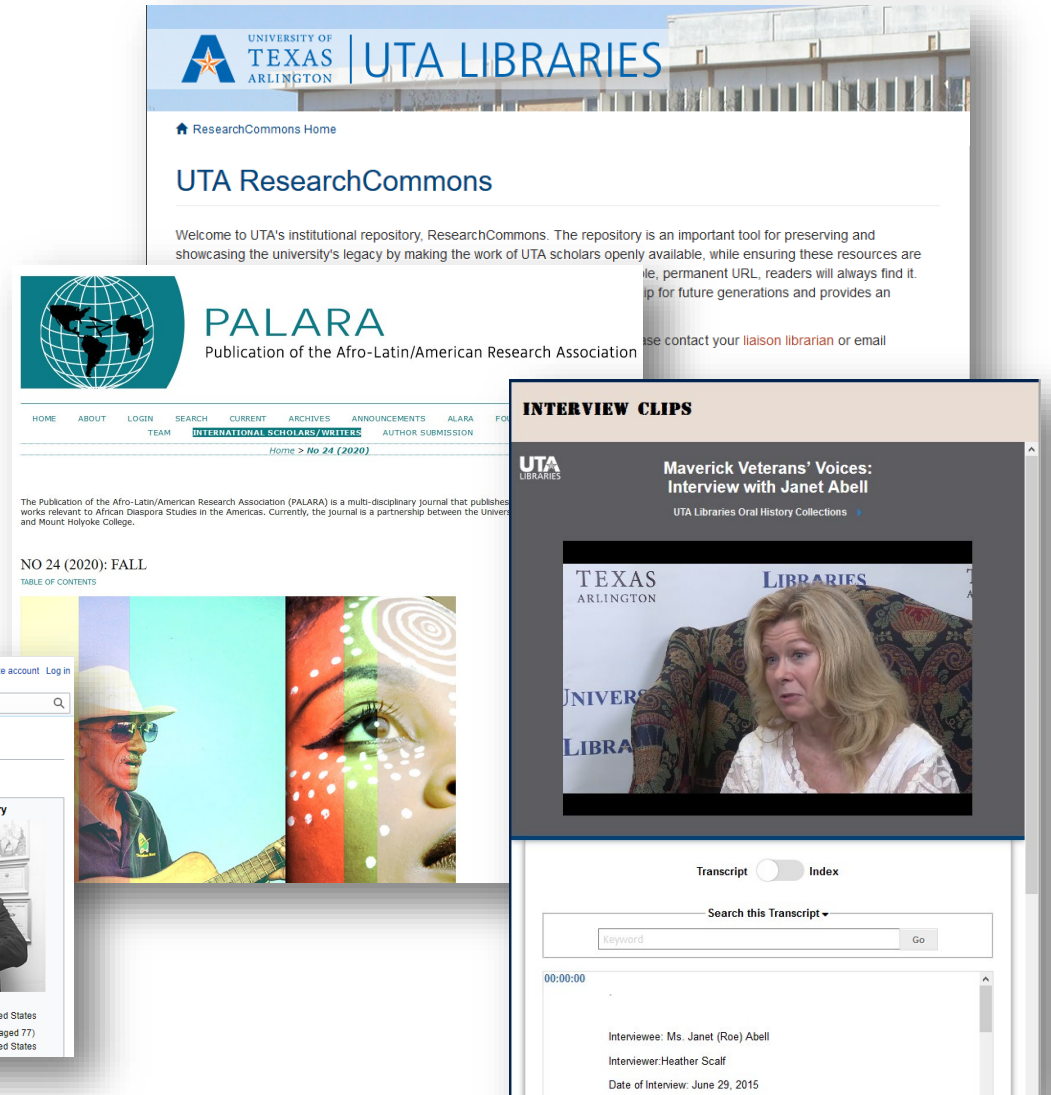
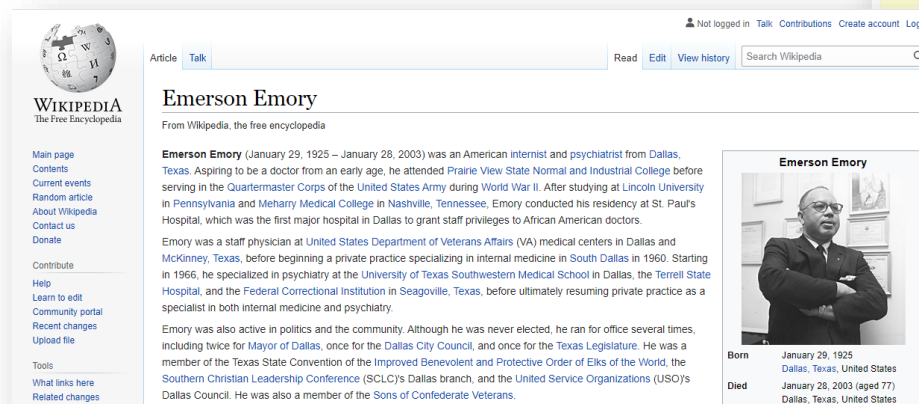
Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Marketable Skills and Equitability

- Transparent Curriculum
- Hands on Learning
 - Librarian Coach
 - Including Library & Leadership Trainings
- Funding
 - Paid Internships
 - Library Employee
- Coach
- Promote Autonomy
- Check-ins
- Timely Feedback

OA/Digital Publishing Services

- IR – UTA ResearchCommons
- OA Journals
- Interviews – OHMS
- Wikipedia



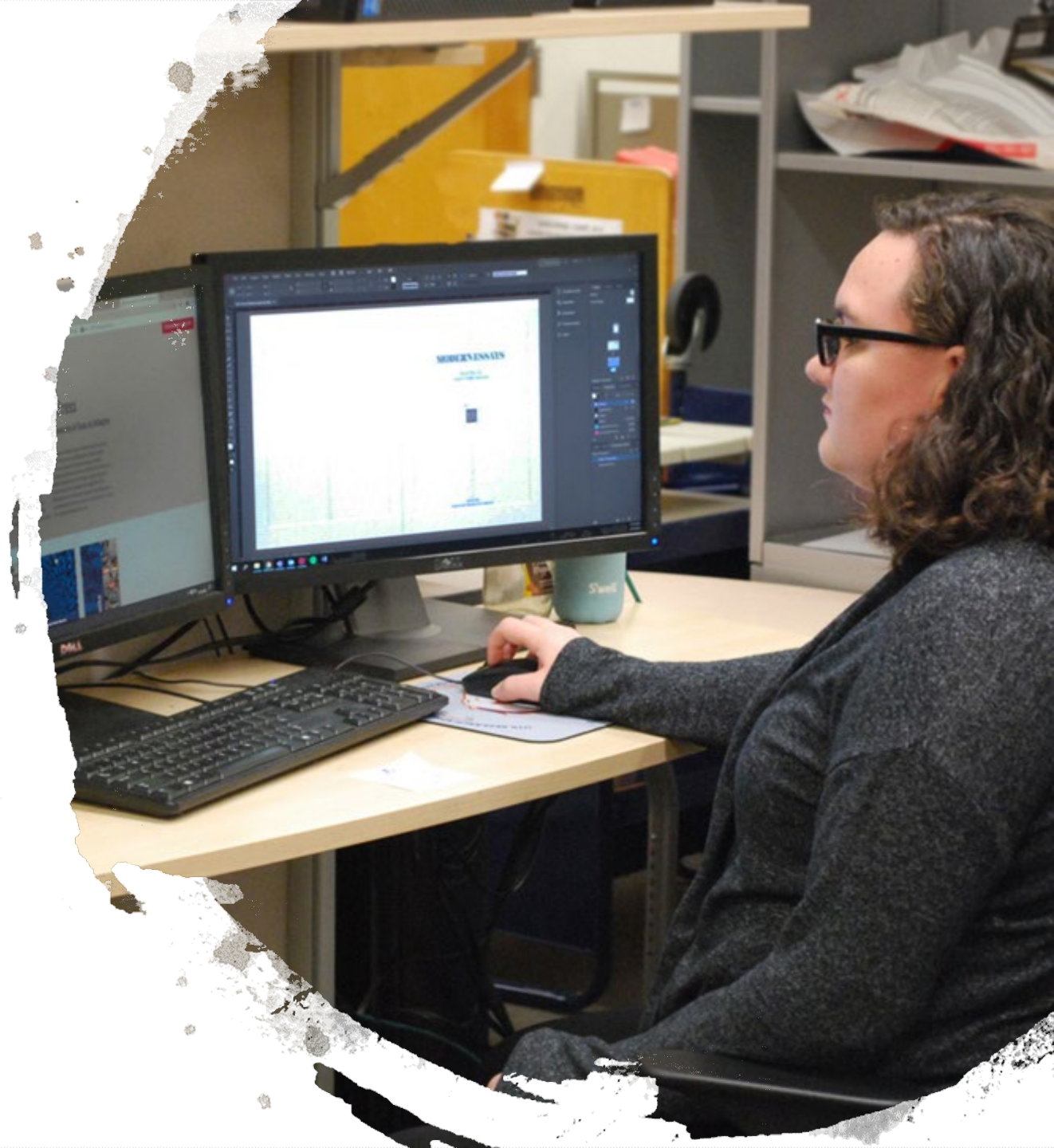


Student Assistants/Interns

- Student Assistants
- A Joint Position - Guest Editor for “Global Insight” with the Charles T. McDowell Center for Global Studies
- Interns from English Department, Disability Studies, and History Department

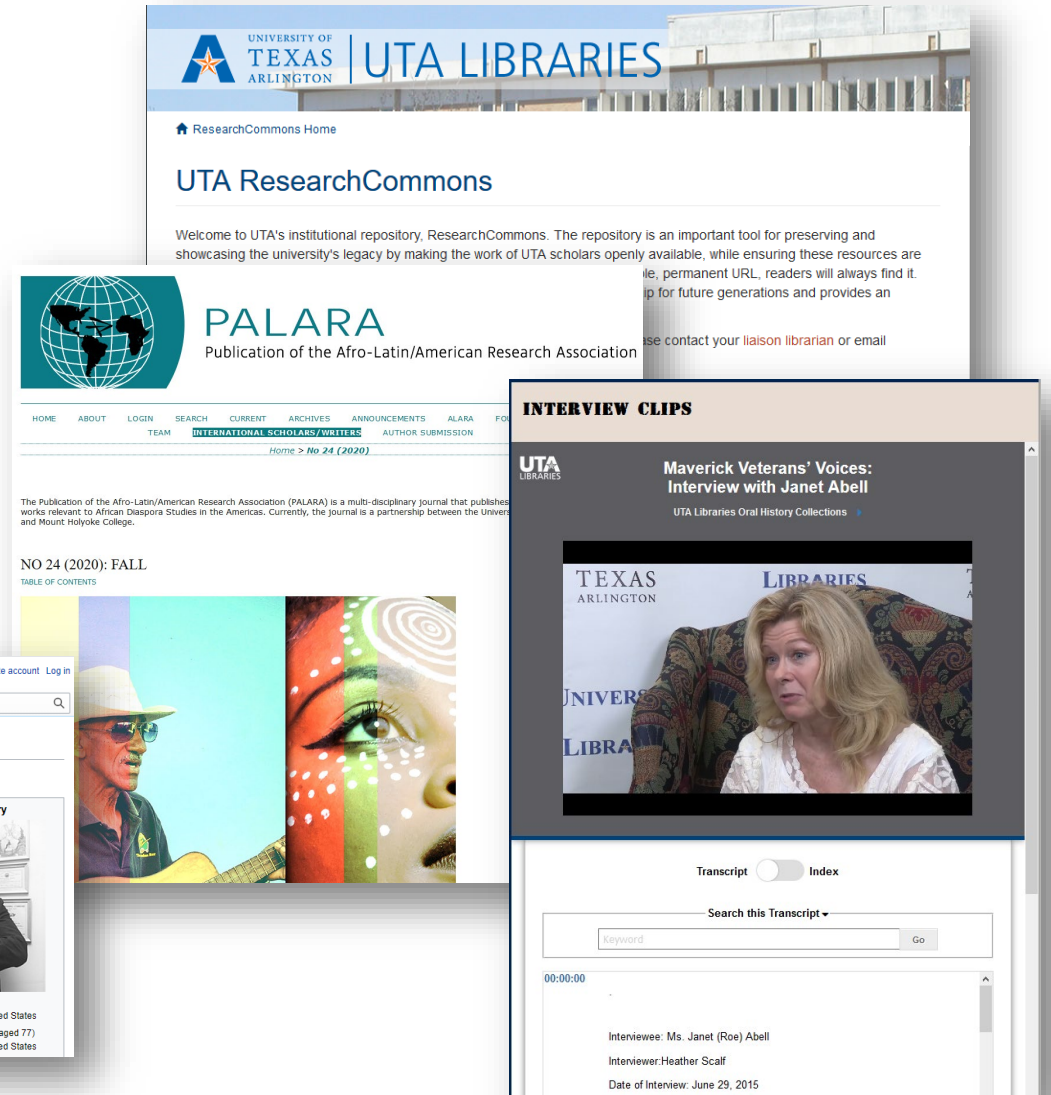
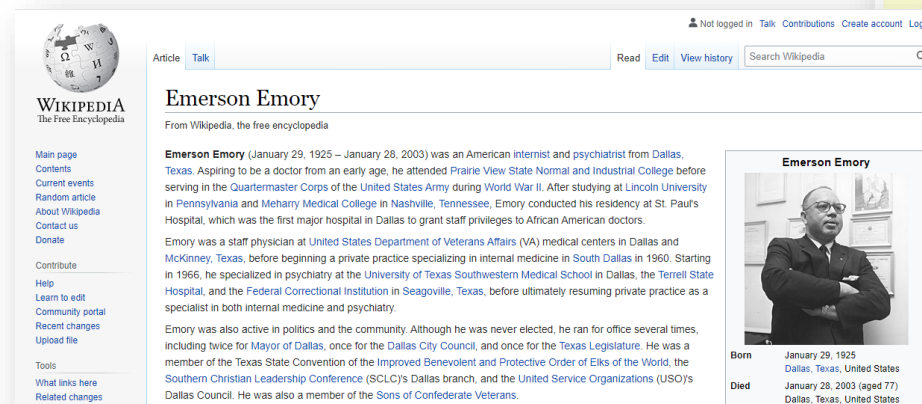
Student Work

- UTA Research Commons – author right/permissions
- OA Journals – OJS, ISSNs, DOIs, Formatting
- Interviews – OHMS Process
- Wikipedia – editing/publishing a Wikipedia article
- A Portfolio (for an Intern)




OA/Digital Publishing Services

- IR – UTA ResearchCommons
- OA Journals
- Interviews – OHMS
- Wikipedia



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Rebecca Mauldin Ph.D.

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Examining Racial and Ethnic Disparities among Older Adults in Long-Term Care Facilities



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PDF (617.5Kb)

Date
2021-03

Author
Lee, Kathy
Mauldin, Rebecca L.
Tang, Weizhou
Connolly, John
Hanwerth, Joseph
Magruder, Karen


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Abstract

Background and Objectives: The purpose of this project was to examine individual-level ethnic and racial differences and facility-level differences in types of complaints and rates of complaint resolution in a local long-term care ombudsman program. Research Design and Methods: We employed a mixed methods sequential explanatory design. First, we analyzed secondary complaint data based on residents' race and ethnicity (n=464) and facility characteristics (n=101). Then, we conducted two focus groups with ombudsmen (n=12) to provide context for our quantitative findings and to explore the ombudsman's views on disparities in long-term care facilities. Results: Racial and ethnic minority residents were more likely to generate complaints related to residents' rights than non-minority residents. Assisted living facilities were more likely to have complaints related to residents' rights and outside agencies than nursing homes. The rate of complaint resolution increased among facilities with a higher proportion of minority residents, compared to facilities with a lower proportion of minority residents. However, an estimation of cross-level interaction revealed that non-hispanic white residents in these facilities experienced faster complaint resolution than minority residents. Ombudsmen expressed concerns about communication barriers between minority residents and facility staff and discussed different complaint types and resolution rates according to facility types. Discussion and Implications: Our findings highlight disparities across long-term care facilities as well as disparities in care minority residents experience. Long-term care ombudsman program complaint data should be disaggregated by race and ethnicity of the residents to advocate for policy change at facility, state, and federal levels. [This work is a Accepted Manuscript - https://doi.org/10.1093/geront/gnab035]

URI
<http://hdl.handle.net/10106/29704>

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Assistant Professor, Social Work EDUCATION 2018 Doctor of Philosophy G HOUSTON, Houston, Texas Dissertation: "The Dynamics of Social Networks Master of Social Work Graduate College of Social Work UNIVERSITY OF H Political Science UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, CH RESEARCH INTERESTS Social gerontology, social networks, generosity, a health; assisted living facilities and residents



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UTA ResearchCommons

Welcome to UTA's institutional repository, ResearchCommons. The repository is an important tool for preserving and showcasing the university's legacy by making the work of UTA scholars openly available, while ensuring these resources are preserved and organized for the future. Because your work is assigned a stable, permanent URL, readers will always find it. Depositing works in the repository fosters the preservation of digital scholarship for future generations and provides an alternative to traditional publishing avenues.

For more information, or to include your works in the ResearchCommons, please contact your [liaison librarian](#) or email LIBRARY-SC@listserv.uta.edu.

Learn more: [Division of Scholarly Communication](#) | [Policies](#) | [Frequently Asked Questions](#) | [Vireo](#) (digital theses and dissertations) | [Sherpa Romeo](#) (publisher copyright policies)

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& informal feedback



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Submitted version

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4	New Directions for the Evaluation of Coalitions and Collaboratives
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6	Youth Empowerment Implementation Project Evaluation Results: A program designed to improve the health and well-being of low income African American adolescents
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8	Integrating the 18 community psychology practice competencies into doctoral education
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10	A phenomenological study of life stress among Black women who experienced fetal or infant death
11	The Power of Student Empowerment: Measuring classroom predictors and individual indicators
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2	1097-6736	Wiley	2020 10.1002/ev.20400		http://sherpa.ac.uk/romeo/issn/1097-6736/	yes	?	no
3	1097-6737	Wiley	2020 10.1002/ev.20404		http://sherpa.ac.uk/romeo/issn/1097-6736/	yes	?	no
4	1097-6738	Wiley	2020 10.1002/ev.20396		http://sherpa.ac.uk/romeo/issn/1097-6736/	yes	?	no
5	2197-3792	Springer	2019 10.1007/s40615-019-00598-5		http://sherpa.ac.uk/romeo/issn/2197-3792/	yes	yes	no
6	1085-2352	Taylor & Francis	2018 10.1080/10852352.2018.1385954		http://sherpa.ac.uk/romeo/issn/1085-2352/	yes	yes	no
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8	-	-	2017 -		Ungraded journal in S/R	-	-	-
9	1078-4659	Lippincott, Williams & Wilkins	2017 10.1097/PHH.0000000000000513		http://sherpa.ac.uk/romeo/issn/1078-4659/	yes	?	no
10	2197-3792	Springer	2016 10.1007/s40615-016-0250-z		http://sherpa.ac.uk/romeo/issn/2197-3792/	yes	yes	no
11	-	Taylor & Francis	2016 10.1080/00220671.2014.1002880	Not in S/R	-	-	-	-
12	0094-5145	Springer	2015 10.1007/s10900-015-0118-x		http://sherpa.ac.uk/romeo/issn/0094-5145/	yes	yes	no
13	0044-118X	SAGE Publications	2015 10.1177/0044118X14566118		http://sherpa.ac.uk/romeo/issn/0044-118X/	yes	yes	no
14	0190-7409	Elsevier	2012 10.1016/j.chilcyouth.2012.04.026		http://sherpa.ac.uk/romeo/issn/0190-7409/	yes	yes	no
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PALARA
Publication of the Afro-Latin/American Research Association

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The Publication of the Afro-Latin/American Research Association (PALARA) is a multi-disciplinary journal that publishes research works relevant to African Diaspora Studies in the Americas. Currently, the journal is a partnership between the University of Texas at Arlington and Mount Holyoke College.

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A Journal of Critical Human Science and Culture

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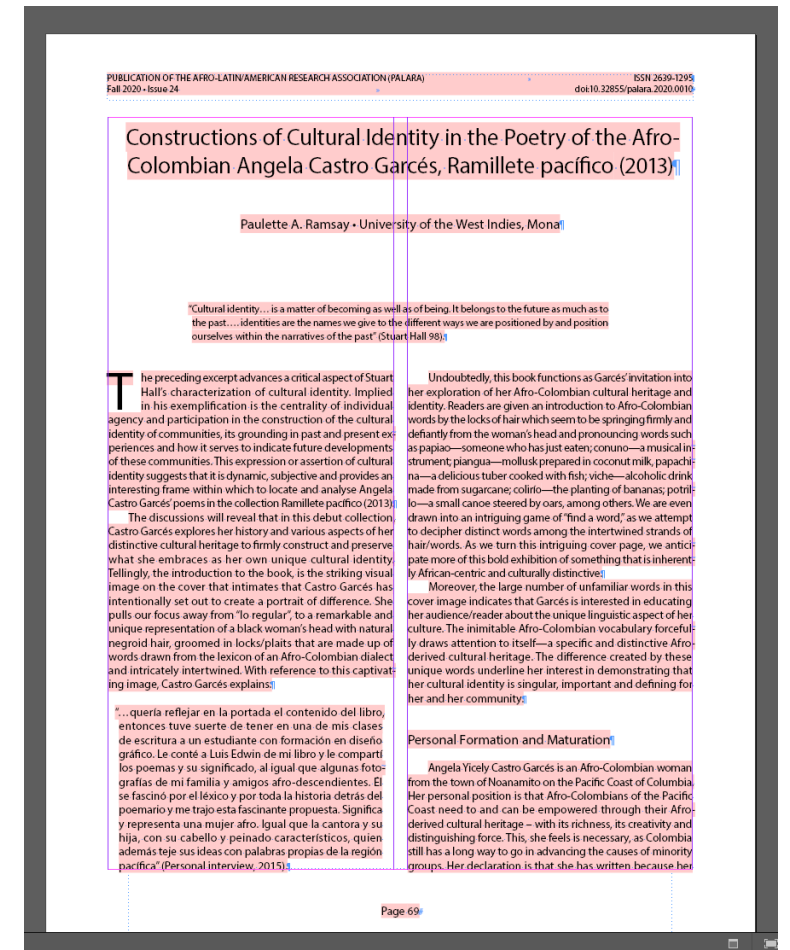
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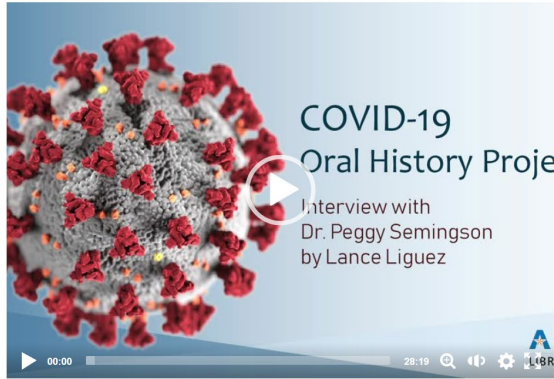
CAPITALISM

An Interdisciplinary Journal
Volume 17 • Issue 2

- OJS
- An ISSN for the journal and DOIs for articles
- Formatting work with Adobe InDesign
- Participating in a publishing journal workflow (e.g. a meeting for a new journal)



Archiving the COVID-19 Pandemic: Interview with Dr. Peggy L. Semingson



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Unit	Special Collections

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**Maverick Veterans' Voices:
Interview with Janet Abell**

UTA Libraries Oral History Collections

Transcript ☐ Index

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MAV VETS
Maverick Veterans' Voices

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AN ORAL HISTORY PROJECT
at The University of Texas at Arlington

Honoring and preserving the experiences of the men and women of the UT Arlington community who have served in any branch of the United States Military.

FEATURED VIDEO

Memories

AF AIR FORCE A ARMY CG COAST GUARD MC MARINE CORPS MM MERCHANT MARINE N NAT GU

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Multimedia – Interviews

INTERVIEW CLIPS

UTA LIBRARIES

**Maverick Veterans' Voices:
Interview with Janet Abell**

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00:00:00

00:25 14:25

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00:01:00

SCALF: So you had the lifetime experience of being in the military.

ABELL: I did. I once saw a picture of my mom, very pregnant with me, pinning on my dad's little butter bars, his Lieutenantbars. So, I was truly born into the Army way of life.

SCALF: So, can you recall what your first impression or your strongest impressions as a child were of growing up in the military?

01:07 14:25

Transcript ☒ Index

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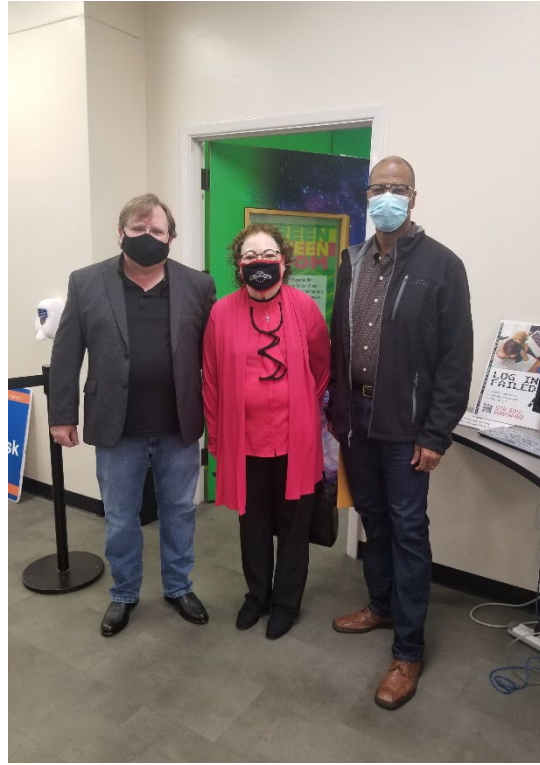
Keyword Go

00:04:36 - Memories of Army Life

[Play segment](#)

Partial Transcript: SCALF: Okay, so traveling while your family was serving, what are some of your fondest memories of the places you went as a child?

ABELL: Oh, I think I can easily pick my very favorite tour of duty as a child was West Point, New York. The safety and security of



Maverick Veterans' Voices Project is New and Improved!

by Yumi Ohira
November 2 2020


Related Topics
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[Digital Creation](#) [Scholarly Communication](#)
[Division](#) [Special Collections and Archives](#)

Co-author: Joseph Carpenter, Graduate Student Assistant, UTA Libraries Digital Publishing.

The Maverick Veterans' Voices Project was launched in Fall 2012 to collect, share, and preserve the experiences and stories of those in the UTA

Wikipedia Articles

Creating and Publishing a Wikipedia article



UNIVERSITY OF TEXAS ARLINGTON

UTA LIBRARIES

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A Brief Introduction to Wikitext Markup

Communicating with Other Wikipedians

How to Add References to Articles


How to Add Images to Articles

Learning More Advanced Editing Skills

UTA Learn to Edit Wikipedia Workshops and Wikipedia Meetups

Welcome!

Welcome to the **Learn to Edit Wikipedia** LibGuide! Created and maintained by Michael Barera, a Wikipedian with over a decade of experience as well as the University and Labor Archivist at the University of Texas at Arlington Libraries.



UTA Learn to Edit Wikipedia Workshops and Wikipedia Meetups Schedule

Virtual April 2021 Learn to Edit Wikipedia Workshop

- Date: TBD
- Time: TBD
- Location: Virtual meetup on Microsoft Teams ([link to event page forthcoming](#))

Tentative Fall 2021 Schedule:

- August: Virtual Learn to Edit Wikipedia Workshop (date and time TBD)
- September: Virtual Wikipedia Meetup (date and time TBD)
- October: Virtual Learn to Edit Wikipedia Workshop (date and time TBD)
- November: Virtual Wikipedia Meetup (date and time TBD)

Virtual January 2021 Learn to Edit Wikipedia Workshop Recording

January Wikipedia Workshop

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Emerson Emory


From Wikipedia, the free encyclopedia

Emerson Emory (January 29, 1925 – January 28, 2003) was an American internist and psychiatrist from Dallas, Texas. Aspiring to be a doctor from an early age, he attended [Prairie View State Normal and Industrial College](#) before serving in the Quartermaster Corps of the United States Army during World War II. After studying at Lincoln University in Pennsylvania and Meharry Medical College in Nashville, Tennessee, Emory conducted his residency at St. Paul's Hospital, which was the first major hospital in Dallas to grant staff privileges to African American doctors.

Emory was a staff physician at United States Department of Veterans Affairs (VA) medical centers in Dallas and McKinney, Texas, before beginning a private practice specializing in internal medicine in South Dallas in 1960. Starting in 1966, he specialized in psychiatry at the University of Texas Southwestern Medical School in Dallas, the Terrell State Hospital, and the Federal Correctional Institution in Seagoville, Texas, before ultimately resuming private practice as a specialist in both internal medicine and psychiatry.

Emory was also active in politics and the community. Although he was never elected, he ran for office several times, including twice for Mayor of Dallas, once for the Dallas City Council, and once for the Texas Legislature. He was a member of the Texas State Convention of the Improved Benevolent and Protective Order of Elks of the World, the Southern Christian Leadership Conference (SCLC)'s Dallas branch, and the United Service Organizations (USO)'s Dallas Council. He was also a member of the Sons of Confederate Veterans.

Emerson Emory



Born January 29, 1925
Dallas, Texas, United States

Died January 28, 2003 (aged 77)
Dallas, Texas, United States

A group of students are seated around a long wooden table in a cafe setting. They are engaged in conversation and eating. On the table, there are several food items, including a basket of bread, a chocolate cake, and some coffee cups. A poster for the February UTA Wikipedia Meetup is prominently displayed on the table. The poster features a stylized map of Utah with various symbols and text. The text on the poster includes: "FEBRUARY UTA WIKIPEDIA MEETUP", "FEB. 21, 2020 12PM FRIDAY", "MAVERICK CAFÉ AT THE COMMONS (WEST CAMPUS)", and "Presented by UTA". The poster also includes a small disclaimer: "We're a student organization and we're not affiliated with the University of Utah."

The **Santa Fe Freight Building** is a former **freight depot** in **Fort Worth, Texas**. Designed in the style of **Art Deco** known as **PWA Moderne**, it was built on the site of an older freight depot in 1938. Upon construction, it was jointly owned by the **Alchison, Topeka and Santa Fe Railway** and the **Southern Pacific Company**. Its first floor was a freight warehouse that also provided cold-storage capabilities while its second floor housed office space for the Santa Fe.

In the 1990s, the building had fallen into vacancy and was named one of 15 historic "highly significant endangered properties" in Fort Worth by its Historic and Cultural Landmarks Commission. The building was restored by local developers in 2002 and reopened as the Fort Worth Rail Market, an open market space that was ultimately transformed into restaurant and office space before the project was abandoned by 2005. In 2006, the **University of Texas at Arlington** (UTA) signed a lease to use the Santa Fe Freight Building as its Fort Worth satellite campus, spending approximately \$1.2 million to redesign and renovate the building. It continues to serve as UTA Fort Worth, which has awarded over 3,500 total degrees and has expanded to include ten different degree programs since its establishment in 2007.

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- External links

Architecture

Erected in 1938 to replace an existing **freight depot**, the Santa Fe Freight Building was constructed during the stylistic phase of **Art Deco** known as **PWA Moderne** (PWA standing for the **Public Works Administration**), which combined elements of former architectural styles and was popular for both government and commercial projects.^[1] Due to a sudden boost of prosperity in 1920s, the city of Fort Worth emerged as a major center of Art Deco architecture, constructing dozens of new buildings in the 1920s and 1930s, many of which remain prominent features of the city's landscape.^[2] At the time of its construction, the Santa Fe Freight Building was noted for featuring extensive cold storage for perishable freight. The use of **reinforced concrete**, a key feature of Art Deco construction that allowed for larger buildings, was also noteworthy to contemporary commentators.^{[3][4]} Exterior features of the building are largely utilitarian (a hallmark of PWA buildings) but it does boast decorative elements such as a **parapet** and a **neon sign**.^[5]

The Santa Fe Freight Building is two stories in height and measures 327 feet (100 m) in length by 36 feet (11 m) in width. As originally designed, the first floor consisted of a freight warehouse that also included a cold-storage capabilities. The second floor housed office space for both the **Alchison, Topeka and Santa Fe Railway's** freight agent and its division superintendent.^{[3][4]}

History

Editing/publishing a Wikipedia article

Creating a Portfolio

RACHAEL CARVER

Internship Portfolio

University of Texas at Arlington Libraries
Scholarly Communication Division
Publishing Unit

Spring 2020


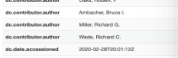


Summary of Internship Activities



Adobe InDesign Training/Modern Essays Recreation Project
This project took most of the semester as it began with InDesign tutorials and morphed into recreating a print book. I learned best practices for typography and how to use InDesign to implement those guidelines. The text I used was *Essays on Project Gutenberg* (<http://www.gutenberg.org/files/38280/38280.htm>). Please see a sample later in the portfolio.

Accessibility Checks
I received training on accessibility best practices and learned the importance of usability of a text for all users. I performed checks on multiple different Open Resources (OERs) published by Mavs Open Press on Pressbooks. For each OER, I checked all content to ensure it met accessibility standards. I inspected each hyperlink to ensure it was not broken and that it had descriptive text. I also checked all non-decorative alternative text to ensure usability for users with sight challenges. In addition, I checked other components such as tables, color contrasts, multimedia, and interactive compatibility with screen readers and other assistive technology. Please see a sample later in the portfolio.

ResearchCommons/Institutional Repository
I learned about UTA's ongoing efforts to capture, showcase, and disseminate works produced by the UTA community, including faculty papers, ETDs (theses and dissertations), conference materials, and other creative works. For deposited multiple documents into ResearchCommons (<https://rc.library.uta.edu/>). UTA's institutional repository by uploading the PDFs. I also entered metadata to ensure its trackability and discoverability for past, present, and future scholars.

Essays on Urban America	Essays on Urban America
	
Author: Robert P. Ambacher	Author: Robert P. Ambacher
Editor: Robert P. Ambacher	Editor: Robert P. Ambacher
ISBN: 9781603280382	ISBN: 9781603280382
Publication Date: 2010-08-01	Publication Date: 2010-08-01
Page Count: 1175	Page Count: 1175
File Size: 9.2MB	File Size: 9.2MB

Open Journal Systems
I completed multiple online courses on the PKP School website to learn OJS 2 and 3, along with required roles for the journals. Later in the semester, I helped to create documentation for new users and assisted in training for the leadership of a brand new journal.

OJS 2 for Journal Managers	Editorial Workflow in OJS 3
	
Notes and welcome! This course is designed for people who need to learn how to use OJS 2. Whether you are starting your new journal or are responsible for setting up a journal for someone else, you'll find all of the basics covered in this course, as well as pointers toward more advanced topics.	Notes and welcome! This course is designed for people who need to learn how to use the latest version of OJS quickly. You'll find all of the basics of the editorial workflow covered in this course, as well as pointers toward more advanced topics.
If you work through all of the lessons in this course, you will be able to:	If you work through all of the lessons in this course, you will be able to:
1. Perform the major tasks required by a journal manager in OJS 2.	1. Perform the major tasks required by an editor, reviewer, copyeditor, layout editor, proofreader, and author in OJS 3.
2. Anticipate and solve common problems that may arise when using OJS 2.	2. Anticipate and solve common problems that may arise when using OJS 3.
3. Assist others with their use of OJS 2.	3. Assist others with their use of OJS 3.
4. Recognize when to look for help when you don't know what to do.	

Publishing Back Issues of PALARA
After learning OJS 2, I uploaded and published digital copies of two back issues of PALARA, the Publication of the Afro-Latin American Research Association. The issues were No. 2 (1998) (<https://palara.journal.library.uta.edu/index.php/palara/issue/view/23>) and No. 3 (1999) (<https://palara.journal.library.uta.edu/index.php/palara/issue/view/24>) and publishing them preserved PALARA's past research for future scholars.



INTERNSHIP PORTFOLIO

CENTRAL LIBRARY




Areli Rivera
University of Texas
Scholarly Communication
Publishing Unit
Summer 2020

Walker
Price

Internship Portfolio

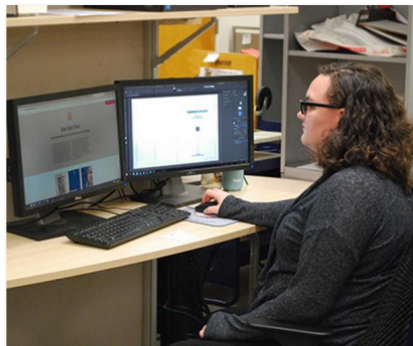
University of Texas at Arlington Libraries
Scholarly Communication Division
Digital Publishing
Fall 2020



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Internship Programs in Digital Publishing



by Yumi Ohira
October 12 2020

Related Topics

[internship](#) [Open Access](#) [publishing](#) [Scholarly Communications Division](#)

Are you seeking a chance to get hands-on experience utilizing digital publishing?

Partnering with the Department of English, the Scholarly Communications: Publishing - Digital Publishing provides an internship opportunity in digital publishing every semester to undergraduate students. This partnership has been in effect since Spring Semester of 2020.

Our first internship student was Rachael Carver.

Working with the Internship Coordinator at the Department of English, Dr. Timothy Ponce, we created an internship program for Rachael which would meet her interests and needs.

January 4, 2021

Yumi Ohira
Digital Publishing & Repository Librarian
University of Texas at Arlington Libraries
702 Planetarium Place, Arlington, TX 76019
yumi.ohira@uta.edu
817-272-7521

To Whom it May Concern,

I am pleased to provide this recommendation in favor of Rachael Carver. I am Yumi Ohira and I'm serving at the University of Texas at Arlington (UTA) Libraries as Digital Publishing & Repository Librarian. Rachael was my student assistant at UTA Libraries - Digital Publishing during the 2020 Spring semester ~ the 2020 Fall semester.

In the 2020 Spring semester, she was hired as an intern for the ENGL 4390 - Internship Program at the Department of English (See, <https://libraries.uta.edu/news-events/blog/internship-programs-digital-publishing>). Through the internship program, Rachael learned skills and added to her knowledge base while gaining confidence in her abilities. Rachael was always open to new challenges and keen to learn something new. It did not take her long to develop a level of expertise in mastering digital publishing tools, including OJS (Open Journal Systems), Adobe InDesign, Pressbooks, digital repositories, and OHMS (Oral History Metadata Synchronizer) system. She accomplished her objectives of the internship program, including: Learn the role and function of the UTA library digital publishing; Understand the advantages and disadvantages of a small digital semi-academic press; Learn the process of digital publishing from beginning to end; and Develop skills for digital publishing tools. She provided evidence that she had initiative, was reliable, and had a sense of responsibility. Based on her outstanding performance, I offered a library student assistant position to Rachael after the internship program completed.

In her 2020 Summer and Fall, Rachael worked under me as a library student assistant at Digital Publishing. She was outstanding and made substantial progress in our digital publishing by contributing her efforts, for example, formatting content in Open Access journals using Adobe InDesign. She completed formatting work for three Open Access journals in the 2020 Fall. One of them is [Global Insight](#). Rachael formatted the first issue of Global Insight, which was released in October, 2020. She was thorough, accurate, organized and productive. She had a good eye for catching possible problematic issues with the publishing process. She kept the goal in mind, prioritizing tasks based on importance and deadline of the tasks. I could count on her to complete any project given to her correctly and on time.

One of Rachael's strong points is her communication skills. During the COVID -19 pandemic, effective communication is an essential strategy to complete assigned tasks. Rachael was always proactive in communicating any issues that she faced and she was very respectful of all. She was honest and open when she needed further clarification on a project whether it would be related to project timelines or specific details

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t. 817-272-3000 e libraries.uta.edu

yumi.ohira@uta.edu or 785-218-4124. As a recommendation letter likely only provides a snapshot of her talents and achievements, I would be happy to further elaborate on my time working with her.

Sincerely,

Yumi Ohira

Yumi Ohira

willing to help me when the formatting work. She

ult, I was going to create a , my plan couldn't be close budget. I am very al publishing services.

at she has acquired, but

t me at

Professional Development Training

CURRENT - Training/Event
Libraries Welcome Orientation & On-boarding
Department Orientation
Workshop: Clifton Strengths
Final Evaluation
Exit Interview

CURRENT - Training/Event
Libraries Welcome Orientation & On-boarding
Department Orientation
Workshop: Clifton Strengths
Final Evaluation
Exit Interview

FUTURE - Training/Event
Mentor Lunch
1x1 Strengths Coaching Session
Workshop: Giving & Receiving Feedback
Informational Interviews
Open Forum Discussion & Project Espresso Shots (Lunch)
Career Panel
DEI trainings
Workshop: Presentation Skills
Workshop: Leveraging Your Internship in a Job Search
Lunch w/ Julie (Lunch provided)
Intern Project Presentation
Presentation: Benefits & Retirement
Farewell Lunch (Lunch provided)
UTS Off-boarding

Step Up Our Game

- Professional experience
- Mentoring opportunity. They could grow to be our colleagues, our future donors, etc.
- Standardization best practices how we communicate with our students. Continued employment is not a given. Renewing their contract.
- They are our community not just here to do our work



**LEARN. SHARE.
ADVANCE.**

Kelly Visnak, M.L.S., Ph.D., Associate University Librarian for Scholarly Communication

kelly.visnak@uta.edu

Yumi Ohira, M.F.A., M.L.S., Digital Publishing & Repository Librarian

yumi.ohira@uta.edu

2021 Digital Initiatives Symposium
April 28th, 2021

